

Missouri Early Childhood Outcomes

System for measuring outcomes for
infants, toddlers and preschoolers with
disabilities

Participants will understand the ...

- History
- Early childhood outcomes
- Team process
- Reporting child data

Early Childhood Outcomes

Federal & State Objectives

Purpose of Measuring Child Outcomes

- Age of accountability
- Data-based planning can improve early intervention services
- Early child outcome results can be used to inform the public

OSEP Indicators

Percent of infants and toddlers with IFSPs and
preschoolers with IEPs who demonstrate
improved:

1. Positive social-emotional skills (including social relationships)
2. Acquisition and use of knowledge and skills (including early language/literacy and communication)
3. Use of appropriate behaviors to meet their needs

DESE reporting requirements

- a) % of children who maintained functioning at a level comparable to same-age peers
- b) % of children who improved functioning to reach a level comparable to same-aged peers
- c) % of children who improved functioning near to same age peers but did not reach it
- d) % of children who improved functioning but not sufficient to move near to functioning comparable to same age peers
- e) % of children who did not improve functioning

OSEP timelines for reporting data

December **2005**: DESE started planning for measuring child outcomes

February **2007**: DESE must report on entry status of children from 2005-06 pilot

February **2008**: 1st time DESE reports outcome data for children exiting in 2006-07

February **2009**: 2nd time DESE reports outcome data

February **2010**: 3rd time DESE reports outcome data

What happened in Missouri?

- State worked with the Early Childhood Outcomes (ECO) Center to develop a valid and reliable way of measuring child outcomes.
- A group of stakeholders including DESE, ECSE and First Steps, developed a birth to 5 pilot project addressing child outcomes.

Missouri ECO Pilot Project

- January 2006 – June 2006
- Data Reported to DESE in July 2006
- 5 First Steps System Points of Entry (SPOEs)
- 8 District ECSE Programs
- Utilized a variety of tools and methodologies

Feedback from the pilot

- First Steps/ECSE child records contain considerable information regarding present developmental and educational abilities
- First Steps/ECSE should use information already gathered through evaluation and ongoing assessment
- No one measurement will provide sufficient information to address all three indicators

Today's training addresses. . .

- Using existing information from a variety of sources
- Completing the summary sheet
- Applying ratings to outcomes
- Reporting to DESE

Early Childhood Outcomes

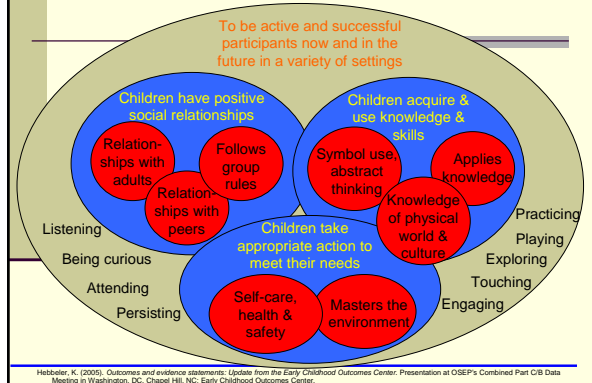
Definitions & Descriptions

What is an early childhood outcome?

An “outcome” is defined as a benefit experienced as a result of services and supports received. Thus, an outcome is neither the receipt of services nor satisfaction with services, but rather what happens as a result of services provided to children.

■ Early Childhood Outcomes Center, April 2005

Elaboration of the ECO outcomes



Outcomes are functional . . .

- Meaningful in the context of everyday living
- Integrated series of behaviors/skills
- Typical performance across settings and situations
- Use of skills to accomplish tasks
- They are **not**
 - a single behavior
 - domain based

Early childhood outcomes/ general education curriculum

- Outcomes align with general education curriculum for young children
- Represents what children should be able to know or do across environments

The link between early childhood outcomes and present levels

- **What remains the same?**
 - Evaluation/Assessment team process
 - Development of Present Levels of Abilities and Strengths (Part C) and Present Levels of Educational Performance (Part B)
- **What is new?**
 - Collection of information to report Early Childhood Outcomes
 - Use of ECO data

Early Childhood Outcomes

The Missouri Outcomes Summary Sheet

What is the Missouri Outcomes Summary Sheet (MOSS)?

- First Steps/ECSE should use multiple sources of information rather than a single approved assessment instrument
- The MOSS is designed to synthesize the information into a comprehensive summary
- The MOSS provides standard documentation statewide for reporting to DESE

Features of the MOSS

- **Not** an evaluation
- Summarizes **global** rating of how the child is doing
- Rating is based on child's functioning in 3 areas **compared to other children the same age**
- Based on child's **functioning**
 - **what child generally does** across familiar settings and situations,
 - **not what a child can do** under ideal circumstances

Ratings

- Provide an overall rating of child's current functioning in the 3 outcome indicators
- They are **not**:
 - Information or an evaluation about the individual services provided
 - The family's satisfaction with services provided
 - An explanation of **why** the child's functioning is at that level

Ratings reflect global functioning

- **Ratings on each outcome are a snapshot of:**
 - The whole child
 - Functioning
 - Across settings and situations
- **Rather than:**
 - Skill by skill
 - In one standardized way
 - Split by domains

Hebbeler, K. (2006). Using the child outcomes summary form. Presentation at Early Intervention Community in Helena, Montana. Chapel Hill, NC: Early Childhood Outcomes Center.

Process for completing the MOSS

Review child's current record including screening, interviews, observations and tests/assessments

Record information on the MOSS

Examine outcome indicators 1-3, determine the child's competency in each indicator, and apply a rating

Report to DESE

Potential Sources of Information for the MOSS

- Review of Existing Data
- Screening Information
- Interview with Caregivers and Parents
- Observations in Multiple Settings
- Evaluation / Assessment Results

Notice of Intent / Parental Consent to Obtain ECO Information

- Parents will be informed about the ECO process (brochure)
- If a formal assessment is used to collect ECO– will need to obtain parental consent
- If review of the child's record containing measures previously conducted (for eligibility or IFSP/IEP planning) – no parental consent required

Are we confident in the information we have gathered and can we begin to summarize this information concisely?



Use of Assessments

- Assessment information should be used in conjunction with all other information available about a child.
- The ECO Center is developing “crosswalks” for commonly used instruments that identify specific items which directly relate to the OSEP child outcome indicators.

Crosswalks

- Crosswalks outline how specific items on an assessment link to the early childhood outcomes
- Some assessment items might apply to more than one outcome indicator
- Some assessment items do not link to any outcome indicators

Process for completing the MOSS

Review child's current record including screening, interviews, observations and tests/assessments



Record information on the MOSS



Examine outcome indicators 1-3, determine the child's competency in each indicator, and apply a rating



Report to DESE

Activity

- Activity to demonstrate MOSS



Process for completing the MOSS

Review child's current record including screening, interviews, observations and tests/assessments

Record information on the MOSS

Examine outcome indicators 1-3, determine the child's competency in each indicator, and apply a rating

Report to DESE

Ratings on the three outcomes

- Each **eligible child entering Part C or Part B** beginning October 2006 must have an ECO rating if the child will be in the program at least 6 months
- Ratings are needed in the **3 outcome indicators** even if:
 - No one has concerns about the child's development in a given indicator
 - The child has delays in one or two indicators, but not in all three indicators

Entry / Exit Data

- Entry data is recorded on the MOSS within 30 days of eligibility determination
- Exit data should be recorded on the MOSS no more than 30 days prior to exiting the program
- A child must be in the program 6 months in order to be included in the entry/exit data reporting

Rating Scale

- The service coordinator / ECSE case manager, with input from the team, determines the rating between 1 – 5 for each of the 3 indicators.
- Rating Descriptions
 - 1 – Not Yet (*does not attempt*)
 - 2 – Emerging (*attempts if prompted*)
 - 3 – Occasionally (*some of the time*)
 - 4 – Frequently (*most of the time*)
 - 5 – Completely (*all of the time/typical*)

To decide on a rating...

- Know what behaviors and skills are appropriate for the child's age
- Review the available sources of information to determine how the child functions across a variety of situations and settings
- Understand the differences between response options on the summary form.

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Report to DESE

Reporting to DESE

- Electronic Data Collection Sheet will be posted on the web in September for download
- Districts/SPOEs will update spreadsheet as needed
- Data for 2006-07 entry and exit will be submitted to DESE in July 2007
- The data collection methodology may change after this first year; however, the data collected will not change.

Contact Information

- First Steps Questions:
 - webreplyspefs@dese.mo.gov
- ECSE Questions:
 - webreplyspedc@dese.mo.gov

Getting Started

- Use training material to train others on your team(s) (SPOE/District)
- Begin collecting child outcomes data in October 2006

Resources

National Early Childhood Technical Assistance Center (NECTAC):

- www.nectac.org

Early Childhood Outcomes Center (ECO):

- <http://www.fpg.unc.edu/%7Eeco/index.cfm>

Department of Elementary & Secondary Education-Division of Special Education (DESE):

- www.dese.mo.gov/divspeced

Office of Special Education Programs (OSEP):

- www.ed.gov/about/offices/list/osers/osep/index.html